

ENGLISH 1

Introduction to College Writing
(3 Units)

Christopher Scott Wyatt: PB 404
Class Time: TTh 2-3:15, ED 193
Catalog Number, Section: 78267, 59

Office Hours: Th 4:00-5:30 p.m.
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Course Description

Introduction to College Writing introduces students to composition and rhetoric in the university setting. Many students expect to learn academic style guidelines, such as the MLA and APA formats for papers. This class will go beyond issues of format, however, to address the **rhetorical framework** of various forms of communication. We will explore how **subject matter**, **authorial persona**, **audience**, **purpose**, and **context** shape communication. The primary objective of this course is to prepare you to write papers that demonstrate critical thinking.

This course section uses a thematic approach. The theme chosen is *Art in the Digital Age*. All communication is rhetorical. By looking at forms of creative expression affected by our increasing utilization of computers and technology, I hope to increase your awareness of how communication might change during our lifetimes.

Prerequisites

Required as part of the General Education curriculum at CSUF.

Detailed Overview and Objectives

Writing, even academic writing, can be an art form. Most of us find it easier to begin a study of rhetoric with more familiar forms of expression. Art is rhetorical — meaning the artist or artists creating a work are trying to communicate something. Artistic works are an excellent way to observe and comment on rhetorical patterns in a culture. The art of a community or a larger culture often reveals what is important to the people within the group. The beliefs, ethics, legends, fears, and hopes of a people are reflected in art.

Some questions we will be discussing include:

- What influence does artistic expression have on the larger discourse within a community? Can art change minds? Does it reflect existing views?
- Which artists and works have meaning to you? Songs? Movies? Literature? Why do some works have more meaning to us than others?
- Are works of art seldom, often, or always rhetorical? Political? Does art have to “say” something or can it be “merely” art?
- How do works of art relate to history, science, and other aspects of your educational experience?

Mastering rhetorical skills begins with an understanding of what succeeds in existing works. Once we see how others employ rhetoric, we can begin to utilize the complete rhetorical framework in academic writing.

Digital Media

Communication is evolving rapidly as we begin the twenty-first century. Humans have always found ways to express their thoughts, from cave paintings to television. Things changed dramatically during the 1980s and 90s. Suddenly we moved to a world of “digital media” and computer networks. Analog tapes and albums moved to compact disc. Movies appeared on DVD. And most importantly, in 1992 the World Wide Web was established. Nothing has had as great an influence on communication since the printing press.

Until the Web, the Internet was a text-only universe populated by a small group of researchers and university students. Today, we rely on the Web for our news, entertainment, and even a sense of community. How will the Internet and other technologies alter communication, especially writing?

A few issues to consider during this course include:

- Digital images, sounds, and texts can be easily manipulated. How do we know which images, sounds, and texts are trustworthy?
- As with pen pals from the past, you can have friends who you will never meet. Is virtual reality apart from the material reality or an extension of it?
- We tend to associate with like-minded individuals. How can we avoid insulating ourselves from ideas and opinions that do not agree with our own?
- In the past, people had to select from three television networks and a handful of radio stations. “Popular culture” was a shared experience. Can having as many media choices as exists today decrease our appreciation for others?
- How will writing and multimedia communication skills affect future success?

Blackboard

Because this course uses the theme of *Art in the Digital Age*, you will be expected to use the online resources of the university. The university online course system, Blackboard, is an integral part of this course. (<http://blackboard.csufresno.edu/>) You will be asked to evaluate your online experiences throughout this course.

How will we utilize the system?

- Reading journals will be posted online, allowing other students to respond and ask further questions or offer their insights.
- “Open forums” will be established to allow you to post comments on the course, the university experience, and other topics.
- You will maintain a “My Links” list, directing others to Web sites relevant to the course. You will explain how each link relates to our discussions of rhetoric.
- Peer editing groups will maintain their own Blackboard areas, sharing ideas and planning projects online.
- Papers will be turned in electronically and processed through “Turn It In,” a system used to prevent plagiarism.

Our primary focus is writing and communicating within the university, but I also want to remind you that today’s professional environments increasingly rely on multimedia forms of rhetoric. There are online training materials (which are usually pretty boring), online newsletters, and

various “brochureware” Web sites trying to sell ideas or products. Blackboard is similar to Intranet tools companies utilize.

Learning Outcomes

At the completion of the course, the student will be able to engage in rhetorical analysis and the writing process. In addition, the student should have a college-level facility with and understanding of the conventions of academic discourse. The specific outcomes in each area are listed below, and the numbers in parentheses correspond to University General Education Course Content Learning Outcomes:

Rhetorical Analysis

1. Analyze and interpret various texts and rhetorical forms through active and critical reading (2.5.2; 3.2.4)
2. Manage information in texts and assess the value of sources (2.5.2; 3.2.4)
3. Understand writing as a process and the way processes vary in relation to the writing situation and genre constraints (2.2.1)
4. Understand the situated quality of the writing and communication process (2.2.1)
5. Articulate the rhetorical framework of any literacy event (2.3.1; 3.2.4)
6. Recognize, understand, and employ situation-appropriate genre conventions (2.1.1; 2.1.2; 2.3.2)
7. Understand how rhetorical choices and decision making are fundamental to successful communication (2.3.1; 3.2.4)

Writing Process

8. Prepare for the rigor of university level written coursework by employing writing as a means of reflective, critical, and analytical thinking (2.3.1)
9. Understand elements of writing process, drafting, revision etc (2.2.2; 2.2.3)
10. Organize an essay with a clear, complex thesis, and a coherent structure (2.2.2; 2.2.3)

Conventions of Academic Discourse

11. Understand conventions of academic research: i.e. analysis, interpretation, integration of sources, style, citation, research methods (2.3.3; 2.5.1; 2.5.2; 2.5.3)
12. Develop complex arguments that are able to participate in pre-existing academic conversations (2.3.1; 3.2.4)
13. Write paragraphs that reflect unity, coherence, and adequate development of ideas (2.2.2; 2.2.3)
14. Demonstrate sentence competence and variety (2.2.1)

Course Texts

You are expected to possess the required texts; please bring *A Pocket Style Manual* and *Short Guide to College Writing* to every class session. The other texts will be indicated in the course calendar.

Required

Short Guide to College Writing. Barnet, Bellanca and Stubbs. (Penguin), 2nd ed.
ISBN: 0321224698

What's Language Got to do With It? Walters and Brody. (W. W. Norton), ISBN: 0393978842

A Pocket Style Manual. Hacker. (St. Martin's) 4th ed. ISBN: 0312406843

Mona Lisa Overdrive. Gibson. (Spectra) ISBN: 0553281747

Additional Readings From

Burning Chrome. Gibson. (EOS) ISBN: 0060539828

Policies

Because the university requires it, several policies that apply to all courses are mentioned in this syllabus. However, you must also be aware of my policies on late papers, attendance, and scheduling conferences outside of office hours.

Late Papers

Late papers are docked one full grade for each class session past the due date. No paper will be accepted three or more sessions late. (Missing days does happen, but only a medical absence does not excuse a late paper.) You must turn in papers during class to be considered on time, unless the paper is handed in to the English Office (PB 382) before the due date. If you know will be absent for a class session, it is your responsibility to meet the assignment deadline.

Attendance

Unless excused for a university-sanctioned event, verified medical or family emergency, or a religious observance, attendance and participation are mandatory. Absences will affect your grade. Missing two week's worth of courses lowers you one full grade. If a course meets twice a week, this means four absences will lower your grade.

Computers

At the university, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his or her own computer or have other personal access to a workstation, including an Internet connection and a printer, with all the recommended software. The minimum recommended standards for the workstation and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation.

Conferences

I will make every reasonable effort to meet with you at a time outside of office hours if you request a personal conference relating to your class performance or academic concerns.

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.”

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Special Note: The university subscribes to the Turnitin.com plagiarism prevention service, and you will be submitting assignments to Turnitin.com through Blackboard. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work.

Disruptive Classroom Behavior

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

I also consider the following either disruptive or disrespectful: ringing cell phones, text messaging, wearing hats, and sunglasses (unless prescription).

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright Web page.

Digital Campus course Web sites contain materials protected by copyrights held by the instructor, other individuals or other institutions. Such material is used for educational purposes in accordance with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-

commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course Web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The course instructor assumes no responsibility for individuals who improperly use copyrighted materials placed on the Web site.

Evaluation and Grading

Few things are more annoying in a university course than not knowing how an instructor grades your work. The grading for this course is on a points system, with final grades based on a percentage of points earned. I adhere to the points and grading rubrics closely, so you always should understand what to expect on an assignment.

Essays

There will be four formal essays of 5-7 pages in length and a number of shorter writing assignments in this class. For each essay, students will go through the various stages of the writing process, including prewriting, drafting, revision, and editing. You can revise and rewrite one paper, if you choose.

Portfolio

All of your essays should all be saved over the course of the semester and then organized in a portfolio, which will be a representation of the level of writing competency you will achieve in this class. **In order to pass this class you must turn in every essay we write.**

Reading

Students are responsible for completing assigned reading in advance of each class meeting and to actively participate in discussions, activities, and instructional presentations.

Late Assignments

All assignments are due at the beginning of class and all due dates are firm. Late papers will be reduced by one letter grade for each day late. Other homework assignments will only be accepted on the day they are due.

Assignment Points

The greatest percentage of your grade in this course comes from the four essays, which are 65% of your final grade.

| Type | Details | Concepts | Points |
|-------------|----------------------------|------------------------------------|---------------|
| Essay 1 | Identification / Inquiry | Rhetorical Framework, Organization | 100 |
| Essay 2 | Argumentative Essay | Persuasion, Audience | 150 |
| Essay 3 | Academic Essay | Organization, Context, Genre | 200 |
| Essay 4 | Personal Evaluation | Analysis, Evaluation | 200 |
| | | | 650 |
| Blackboard | Reading Responses | Rhetorical Reading | 100 |
| Blackboard | Art Journal | “Reading” the Arts | 50 |
| Project | Varies by Student Proposal | Persuasion, Audience | 75 |
| Homework | Various Handouts | Writing Skills | 50 |

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|--------------|--------------------------|------------------------|-------------|
| Quizzes | Five Random Quizzes | Vocabulary, Concepts | 50 |
| Conferences | Meetings with Instructor | Varies by Student Need | 25 |
| Total Points | | | 1000 |

Paper Rubric

Papers are graded using a modified version of the *CSU General Education Scoring Guides*. Your ability to think critically is essential to properly prepare an academic paper. You should notice the weight given to critical thinking in this course. The grading is as follows:

| GE Area | Discipline | Examples | Weight |
|-------------------|-----------------------------------|--|---------------|
| Critical Thinking | | | 40% |
| | Interpretation | Analyzes insightful questions Refutes bias Critiques content Examines inconsistencies Values information | 10% |
| | Analysis & Evaluation | Examines conclusions Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically | 10% |
| | Communication ("Presentation") | Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information | 20% |
| Writing | | | 60% |
| | Application of Conventions | Follows genre (style/form) Properly documents sources Proper spelling and grammar Good overall mechanics | 10% |
| | Clarity & Coherence | Proper sentence structures Paragraphs with transitions Good conceptual structure Proper word usage | 25% |
| | Rhetorical Choices | Appreciates audience Adopts consistent tone Clear authorial purpose Implements framework | 25% |

Grading Scale

| Points | Percent | Grade |
|---------------|----------------|--------------|
| 900 – 1000 | 90 – 100 | A |
| 800 – 899 | 80 – 89 | B |
| 700 – 799 | 70 – 79 | C |
| 640 – 699 | 64 – 69 | D |
| 0 – 639 | 0 – 63 | F |

Special Note

For students required to enroll in English 1LA or 1LB, your English 1LA or 1LB grade will directly influence your English 1 grade. At the end of the semester, your English 1LA or 1LB grade will be factored into your English 1 grade. Lab courses, both 1LA and 1LB, will account for 20 percent of a student's English 1 grade. Your English 1 course points will be adjusted to equal 80 percent of your grade, with the additional lab grade assigned a weighted averaged with the result. The lab grade will only be used if you are passing English 1 at the end of the semester (C or better).

To determine your English 1 grade:

$$(\text{English 1} / 10)(.80) + (\text{Lab percent})(.20) = \text{Your Grade Percentage}$$

Your grade will be based on the same percentage chart as all English 1 students.

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Assignment Calendar

Not every reading, quiz, or activity can appear in a syllabus calendar. However, I have done my best to include the major topics, readings, and assignments in this schedule. Readings are **due** the day of class, so be prepared for class discussions, essays, and activities. **Most** weeks will include 40 minutes or more of group work. Often, this will be peer editing and revising.

| Wk. | Date | Topic | Readings (DUE on Class Day) | Major Assignments (Not Including Responses, Journals) |
|------------|-------------|---|---|---|
| 1 | | Composition & Rhetoric | | |
| | Aug 23 | Introduction, Syllabus Grading Rubrics “What is Rhetoric?” | None Due | Begin Reading Log, Art Journal, Continuing Assignments! |
| | Aug 25 | “What is Rhetoric” Part II The Rhetorical Situation Peer Groups... Selecting Teams Meet Your Teammates | <i>What’s Language: Why Not Everyone Likes PowerPoint</i> pp. 168-173 | Paper 1 Prompt Brainstorm, outline, etc. |
| 2 | | Context & Situation | | |
| | Aug 30 | Academic vs. Personal Intro to Code Switching Quick Intro to MLA/APA | <i>CW 1: Developing Ideas</i> <i>WL: Forward and Introduction</i> <i>WL: Debate? Dissent? Discussion? Oh, Don’t Go There!</i> pp. 59-63 | Due: Paper 1 Proposal and Ideas Academic Language vs. How My Friends Would Say the Same Thing! |
| | Sep 1 | Matching Your Context It’s Academic Changing Language | <i>CW 9: Using Sources</i> <i>WL: The New Technologies of the Word</i> pp. 134- 151 | Due: Academic vs. Friends Work on Paper 1 Draft |
| 3 | | Purpose & Authorial Intent | | |
| | Sep 6 | The Purpose of Composing Determining Purpose Different Intentions: Authors, Readers, and Other Involved Parties | <i>CW 2: Drafting and Revising</i> | Due: Draft Paper 1 Outline <i>CW</i> , chapter 7 |

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|---|--------|--|---|---|
| | Sep 8 | Public Rhetoric Art as Rhetoric Should There be Limits? More on Purpose | <i>CW 7: Analyzing Texts</i> | Due: Outline <i>CW 7</i> |
| 4 | | Reading Rhetorically | | |
| | Sep 13 | How Writers Manipulate Us Reading Critically | <i>CW 8: Persuading Readers</i> | Due: Paper 1 Paper 2 Prompt |
| | Sep 15 | Intro to Cyberpunk What are the Issues? How is Cyberpunk Rhetorical? | <i>Johnny Mnemonic</i> (posted) 23 pages | Short Essay (1-2 pages): The World of MLO |
| 5 | | Audience | | |
| | Sep 20 | Paper 1 Returned... Discussion | <i>Mona Lisa Overdrive</i> ch 1-5 | Due: The World of <i>MLO</i> Reflections on Paper 1 |
| | Sep 22 | Targeting an Audience The Selection Process Audience Expectations What an Audience Brings | <i>MLO</i> ch 6-10 | Due: Paper 2 Proposal, Reflection on Paper 1 Ideal Audience, Not So Ideal... |
| 6 | | Academic Composition | | |
| | Sep 27 | Issues of Form Why Form Matters | <i>MLO</i> ch 11-15 | Due: Ideal Audience |
| | Sep 29 | Critical Thinking What is Evaluation? Analysis? | <i>MLO</i> catch-up day... (Start <i>WL</i> ch. 6) | Due: Outline, etc, Paper 2 Work on Paper 2 |
| 7 | | Words, Gender & More | | |
| | Oct 4 | Does Gender Influence Composition? Language Choices Gender and Audience | <i>MLO</i> ch 16-20 <i>WL</i> ch. 6, pp. 334-370 | Due: Draft Paper 2 Art that Appeals to Men/Women |
| | Oct 6 | Gender and Art Portrayals of Gender More on Audience | <i>MLO</i> ch 21-25 <i>WL</i> ch. 6, pp. 371-392 | Due: Art that Appeals to... |
| 8 | | Issues in Art | | |
| | Oct 11 | What is Art? Does "Art" Have a Social Purpose? Dangerous Art... | <i>MLO</i> catch-up day... | Due: Paper 2: Argumentation Paper 3 Prompt Brainstorm Issues in Art |
| | Oct 13 | Open Discussion Peer Groups | <i>MLO</i> ch 26-30 | Due: Issues in Art Ideas Know Thyself (Handout) |

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|----|--------|--|--|---|
| 9 | | Bias, Facts & Truth | | |
| | Oct 18 | Bias and Prejudice How We Filter Information | <i>MLO</i> ch 31-35 | Due: Paper 3 Proposal, Know Theyself |
| | Oct 20 | Facts versus Truth What Are Facts? Can Data Be Trusted? | <i>MLO</i> ch 36-40 | Work on Paper 3 Reactions to MLO |
| 10 | | Academic Research | | |
| | Oct 25 | How to Research “Meta-analysis” Online Resources Traditional Library Methods | <i>MLO</i> completed <i>CW 10: Writing the Research Essay</i> | Due: Reactions to <i>Mona Lisa Overdrive</i> |
| | Oct 27 | “Real” Research Humanities Sciences | Selections from <i>It Ain’t Necessarily So</i> | Work on Paper 3 |
| 11 | | More on Reading Academic Works | | |
| | Nov 1 | The Ongoing Discourse Why So Many Footnotes? Jargon and Buzzwords | Selections from <i>Freakonomics</i> | Due: Draft Paper 3 |
| | Nov 3 | In-Class Dissection: Analyzing an Article Charts and Tables Visual Rhetoric | Journal Article, to be decided | Work on Paper 3 |
| 12 | | Basic Evaluation | | |
| | Nov 8 | Begin Film | Read and Comment on a Film Review | Due: Paper 3: Academic Paper 4 Prompt |
| | Nov 10 | Conclude Film | Read and Comment on a Review (non-film!) | Review of Film |
| 13 | | Reflections on Rhetoric | | |
| | Nov 15 | Project Brainstorm Is Everything Rhetorical? What Influences Me? In-Class Conferences | “Reading” the University (Respond on Blackboard) | Due: Review of Film, Paper 4 Proposal |
| | Nov 17 | Reading Life Rhetorically Is It Cynical to Question Everything? In-Class Conferences | “Read” Your Computer (Respond on Blackboard) | Due: Project Proposal |
| 14 | | Identity | | |
| | Nov 22 | Group Identity and Discourse Birds of a Feather? Do you know yourself better? | Any two text selections from <i>What’s Language...</i> | Brainstorm My Identities |

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|----|--------|---|------------------------|--|
| | Nov 24 | HOLIDAY | | |
| 15 | | Editing, Revisited | | |
| | Nov 29 | Tips for Better Papers | <i>CW 4: Revising</i> | Due: My Identities |
| | Dec 1 | Peer Editing | <i>CW 5: Revising</i> | Due: Outline <i>CW 4-5</i> |
| 16 | | It's a Wrap | | |
| | Dec 6 | Discussing Presentations Peer Group Time | | Due: Final Paper: Self Evaluation |
| | Dec 8 | NO CLASS | | |
| * | Dec 15 | Final Date, 3:30-5:30p | Project Presentations! | Due: Project, any (1) Revised Paper |

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.